

Recommended Assessment Procedures for Assessing the Status and Effectiveness of Category C4

Charges

1. Survey Category C4's status: its goals and objectives, and the courses and methods currently used to fulfill them.
2. Assess the effectiveness of the current program in meeting Category C4's objectives.
3. Assess the extent to which Category C4 courses improve students' information processing and critical thinking skills.
4. Make initial recommendations for improving the effectiveness of Category C4.

Recommended Assessment Procedure

(1) A focus group will be conducted made up of faculty teaching courses in Category C4.

(2) Two student focus groups will be conducted. One group will be comprised of students who have sought to fulfill the C4 requirement by taking foreign language courses. The other focus group will consist of students who have sought to fulfill the C4 requirement by taking Humanities courses.

(3) In depth, face-to-face interviews will be carried out with all faculty (including adjuncts) teaching Category C4 courses. Interviews will be conducted by members of the Category Assessment Committee for Category C4. A semi-structured survey instrument will be employed.

(4) In depth, face-to-face interviews will be conducted with the Director of the Humanities Program, the chair of the Foreign Language Department, and the members of the Humanities Assessment Committee - a committee comprised of faculty members teaching courses in the Humanities which is administratively separate from the Category Assessment Committee For C3-5 and the entire core curriculum assessment process.

(5) Enrollment and scheduling data will be analyzed.

(6) Syllabi from Category C4 courses will be examined.

(7) Examine existing USI Web sites.

Key Questions

The Committee is particularly, but not exclusively, concerned with the following questions. The type(s) of assessment instrument(s) which will be used to gather relevant data are indicated in parentheses after each question.

1. Are there a sufficient number of sections of Category C4 courses offered at appropriate times? (#4, #5)

2. Should additional courses be added to Category C4? (#3, #4, #5)

3. Are there appropriate enrollment caps in Category C4 courses? (#1, #2, #3, #4, #5)
4. Do syllabi inform students of Category C4 goals and objectives (including information processing and critical thinking)? (#6)
5. Are students given the sufficient opportunity to meet the goals of C4: (1) understand and contemplate the major ideas presented in the great works of philosophy, literature, and fine and performing arts of Western Europe and the Americas, (2) recognize and respond to the strengths and shortcomings of the western tradition, (3) and appreciate the diverse voices that have shaped the western tradition? (#1, #2, #3)
6. To what extent are Category C4 courses providing the opportunity for students to develop critical thinking and information processing skills? (#1, #2, #3)
7. Are there sufficient resources for faculty teaching C4 courses (e.g., travel funds, software)? (#1, #3, #4)
8. Do existing USI Web sites provide adequate information about Category C4? (#7)